

Crosswalk for English Language Arts  
Side to Side Comparison  
District of Columbia Standards to Common Core Standards  
March 26, 2010  
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	Kindergarten			
DC Strands	DC Standards	CC Strands	CC Standards	Notes for Reviewers
<b>Beginning Reading</b>	<p><b>K.BR-PC.1.</b> Recognize that print represents spoken language and provides information or entertaining stories.</p> <p><b>K.BR-PC.2.</b> Hold a book right side up and turn pages in the correct direction and order.</p> <p><b>K.BR-PC.3.</b> Start at the top left of the printed page; track words from left to right, using return sweep; move from the top to the bottom of the page.</p> <p><b>K.BR-PC.4.</b> Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.</p> <p><b>K.BR-PC.6.</b> Recognize that words are separated by spaces.</p>	<b>Reading – Foundational Skills</b>	<p><b>K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>b.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>c.</b> Understand that words are separated by spaces in print.</p> <p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	

	<p><b>K.BR-PC.7.</b> Recognize that sentences in print are made up of separate words.</p> <p><b>K.BR-PC.8.</b> Demonstrate the one-to-one correlation between a spoken word and a printed word</p> <p><b>K.BR-PC.9.</b> Identify upper- and lower-case letters.</p>			
<b>Beginning Reading</b>	<p><b>K.BR-P.18.</b> Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.</p> <p><b>K.BR-PC.5.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>K.BR-PA.10.</b> Distinguish rhyming words from nonrhyming words spoken aloud (e.g., run, sun versus run, man).</p> <p><b>K.BR-PA.11.</b> Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p>	<b>Reading – Foundational Skills</b>	<p><b>K.2.</b> Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p><b>a.</b> Recite and produce rhyming words.</p> <p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	

	<p><b>K.BR-PA.12.</b> Blend spoken simple onsets and rhymes to form real words (e.g., onset /c/ and rhyme /at/ makes “cat”).</p> <p><b>K.BR-PA.14.</b> Blend two or three spoken syllables to say words.</p>			
<b>Beginning Reading</b>	<p><b>K.BR-P.19.</b> Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.</p> <p><b>K.BR-P.20.</b> Use letter-sound matches to decode simple words in decodable text.</p> <p><b>K.BR-PA.13.</b> Use alliteration to orally produce groups of words that begin with the same initial consonant sound (e.g., baby boy bounces the ball).</p>	<b>Reading – Foundational Skills</b>	<p><b>K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with the graphemes for the five major vowels.</p>	
<b>Beginning Reading</b>	<p><b>K.BR-P.21.</b> Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p><b>K.BR-PA.15.</b> Blend spoken phonemes to form a single-syllable word (e.g., /m/ ... /a/ ... /n/ ... makes “man”).</p>	<b>Reading – Foundational Skills</b>	<p><b>K.2.e.</b> Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>K.2.f.</b> Add or substitute individual phonemes in simple, one-syllable words</p>	

	<p><b>K.BR-PA.16.</b> Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p><b>K.BR-PA.17.</b> Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/ ... /o/ ... /g/ while the student moves a block or tile for each phoneme). Manipulates phonemes (changes /c/ to /b/ in cat to form a new word - bat).</p>		to make new words (e.g., /at/ → /sat/ → /mat/ → /map/).	
		<b>Reading – Foundational Skills</b>	<b>K.3.d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., <i>bat</i> vs. <i>sat</i> , <i>cat</i> vs. <i>can</i> , <i>hit</i> vs. <i>hot</i> ).	
<b>English Language Conventions</b>	<b>K.EL.1.</b> Use the past and future tenses correctly when speaking.	<b>Speaking and Listening</b>	<b>1.6.</b> Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	
<b>English Language Conventions</b>	<b>K.EL.2.</b> Use phonetic knowledge and sounds of the alphabet letters to spell independently.			
<b>Informational Text</b>	<b>K.IT-DP.4.</b> Follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture			

	clues.			
<b>Informational Text</b>	<b>K.IT-DP.5.</b> State the meaning of specific signs (e.g., traffic, safety, warning signs).			
<b>Informational Text</b>	<b>K.IT-E.1.</b> Identify the purpose for reading informational text.			
<b>Informational Text</b>	<b>K.IT-E.2.</b> Retell important facts from a text heard or read.	<b>Reading – Informational Text</b>	<b>K.1.</b> With prompting and support, ask and answer questions about information and events a text. <b>K. 2.</b> Identify the main topic and main ideas of a text. <b>K.5.</b> Locate basic information in a text.	
<b>Informational Text</b>	<b>K.IT-E.3.</b> Make predictions about the content of text using prior knowledge and text features (title, captions, illustrations).			
		<b>Reading – Informational Text</b>	<b>K. 3.</b> With prompting and support, describe the connection between two events or ideas in a text.	
		<b>Reading – Informational Text</b>	<b>K.4.</b> Ask questions about unknown words in a text.	
		<b>Reading – Informational Text</b>	<b>K. 7.</b> Relate pictures or illustrations to the overall text in which they appear.	
		<b>Reading – Informational Text</b>	<b>K. 8.</b> With prompting and support, recognize cause-and-effect relationships in a text.	
		<b>Reading – Informational Text</b>	<b>K.9.</b> With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	

<b>Language Development</b>	<b>K.LD-D.1.</b> Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.	<b>Speaking and Listening</b>	<b>K.1.</b> Participate in conversations with peers and adults about <i>kindergarten topics and texts</i> being studied in class. <b>a.</b> Listen to others and take turns speaking. <b>b.</b> Continue a conversation through several exchanges.	
<b>Language Development</b>	<b>K.LD-O.6.</b> Relate an experience or story in logical sequence.	<b>Writing</b>	<b>K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened	
<b>Language Development</b>	<b>K.LD-O.7.</b> Recite poems, rhymes, and songs, and retell stories in a logical sequence.			
<b>Language Development</b>	<b>K.LD-Q.2.</b> Share information, opinions, and questions, speaking audibly in coherent sentences.	<b>Writing</b>	<b>K.1.</b> Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i> ).	
<b>Language Development</b>	<b>K.LD-Q.3.</b> Describe people, places, things, location, size, color, shape, and action.	<b>Speaking and Listening</b>	<b>K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
<b>Language Development</b>	<b>K.LD-Q.4.</b> Use appropriate tone and inflection to express ideas, feelings, and needs.			
<b>Language Development</b>	<b>K.LD-Q.5.</b> Follow directions that involve one- or two-step related sequences of action.			
<b>Language Development</b>	<b>K.LD-V.8.</b> Determine what words mean from how they are used in a sentence, either	<b>Language</b>	<b>K.4.</b> Determine word meanings ( <i>based on kindergarten reading</i> ). <b>a.</b> Sort common objects into categories	

	heard or read.  <b>K.LD-V.9.</b> Sort common objects into basic categories (e.g., colors, shapes, foods).		(e.g., shapes, foods) to gain a sense of the concepts the categories represent. <b>b.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i> ). <b>c.</b> Use the most common affixes in English (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	
		<b>Language</b>	<b>K.5.</b> Understand word relationships. <b>a.</b> Build real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ). <b>b.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings. <b>c.</b> Use common adjectives to distinguish objects (e.g., the <i>small blue</i> square; the <i>shy white</i> rabbit). <b>d.</b> Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).	
		<b>Language</b>	<b>K.6.</b> Use newly learned words acquired through conversations, reading, and responding to texts.	
<b>Language Development</b>	<b>K.LD-V.10.</b> Describe common objects and events in both general and specific language.	<b>Speaking and Listening</b>	<b>K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
<b>Language Development</b>	<b>K.LD-V.11.</b> Use language to express spatial (up, down) and temporal (before, after) relationships.			
		<b>Speaking and</b>	<b>K.2.</b> Confirm understanding of	

		<b>Listening</b>	information presented orally or through media by asking and answering questions about key details.	
		<b>Speaking and Listening</b>	<b>K.3.</b> Ask questions to get information, seek help, or clarify something that is not understood.	
<b>Literary Text</b>	<b>K.LT-U.1.</b> Make predictions about the characters or setting for a story using illustrations and titles.			
<b>Literary Text</b>	<b>K.LT-U.2.</b> Retell story events in sequence.	<b>Reading - Literature</b>	<b>K. 2.</b> Retell familiar stories. <b>K. 3.</b> Identify characters, settings, and key events in a story.	
<b>Literary Text</b>	<b>K.LT-U.3.</b> Ask and answer questions about the important characters, settings, and events.	<b>Reading - Literature</b>	<b>K.1.</b> With prompting and support, ask and answer questions about details and events in a text.	
<b>Literary Text</b>	<b>K.LT-U.4.</b> Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.			
		<b>Reading - Literature</b>	<b>K. 4.</b> Ask questions about unknown words in a text.	
		<b>Reading - Literature</b>	<b>K. 5.</b> Recognize common types of texts (e.g., storybooks, poems).	
		<b>Reading - Literature</b>	<b>K. 7.</b> Relate pictures and illustrations to the overall story in which they appear.	
		<b>Reading - Literature</b>	<b>K. 9.</b> Compare and contrast the adventures of characters in familiar stories.	
<b>Research</b>	<b>K.R.1.</b> Generate questions and gather information from several sources in the classroom, school, or public	<b>Writing</b>	<b>K.8.</b> Gather information from experiences or provided text sources to answer a specific question.	



	library.			
<b>Writing</b>	<b>K.W-E.3.</b> Draw pictures and/or use letters or phonetically spelled words to give others information.	<b>Writing</b>	<b>K.2.</b> Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.	
<b>Writing</b>	<b>K.W-E.4.</b> Dictate sentences for a friendly letter and collaborate to put the ideas in chronological sequence.			
<b>Writing</b>	<b>K.W-I.1.</b> Draw pictures and/or use letters or phonetically spelled words to tell a story.	<b>Writing</b>	<b>K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened	
<b>Writing</b>	<b>K.W-I.2.</b> Dictate sentences for a story or friendly letter.			
		<b>Writing</b>	<b>K.5.</b> With guidance and support from adults, add details to strengthen writing as needed through revision.	

	1 <sup>st</sup> grade			
DC Strands	DC Standards	CC Strands	CC Standards	Notes for Reviewers
<b>Beginning Reading</b>	<b>1.BR-F.20.</b> Read aloud grade-appropriate text fluently, accurately, and with comprehension.	<b>Reading – Foundational Skills</b>	<b>K.4.</b> Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	
		<b>Reading – Literature</b>	<b>K.10.</b> Read emergent-reader texts with purpose and understanding.	
		<b>Reading – Informational</b>	<b>K.10.</b> Read emergent-reader texts with purpose and understanding.	
		<b>Reading – Literature</b>	<b>1.10.</b> Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	
		<b>Reading – Informational</b>	<b>1.10.</b> Read independently, proficiently, and fluently informational texts appropriately complex for grade	
		<b>Reading – Foundational Skills</b>	<b>1.4.</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>Beginning Reading</b>	<b>1.BR-P.13.</b> Decode regularly spelled one- and two-syllable words fluently in decodable	<b>Reading – Foundational skills</b>	<b>1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	

	<p>text by applying the most common letter-sound correspondences, including the sounds represented by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> single letters (consonants and vowels)</li> <li><input type="checkbox"/> consonant blends (e.g., <i>bl, st, tr</i>)</li> <li><input type="checkbox"/> consonant digraphs (e.g., <i>th, sh, ck</i>)</li> <li><input type="checkbox"/> vowel digraphs and diphthongs (e.g., <i>ea, ie, ee</i>)</li> </ul> <p><b>1.BR-P.14.</b> Use knowledge of inflectional endings (e.g., <i>-s, -ed, -ing</i>) to identify base words.</p> <p><b>1.BR-P.17.</b> Read words with common spelling patterns (e.g., <i>-ite, -iate</i>) in decodable text.</p> <p><b>1.BR-PA.7.</b> Orally segment a multisyllabic word into its syllables.</p> <p><b>1.BR-P.19.</b> Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p>		<p>a. Know the spelling-sound correspondences for common consonant digraphs (e.g., <i>-ll, -ck, wr-, sh</i>).</p> <p>b. Decode regularly spelled one-syllable words (e.g., <i>lock, much, see, rain, slide, bake, bring</i>).</p> <p>c. Know final <i>-e</i> (e.g., <i>take, side</i>) and common vowel team conventions (e.g., <i>rain, day, week, seat, road, show</i>) for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns (e.g., <i>rabbit</i>) by breaking the words into syllables.</p> <p>f. Read words with inflectional endings (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>).</p> <p>g. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>said, were, could, would, their, there, through, none, both</i>).</p>	
<b>Beginning Reading</b>	<b>1.BR-P.15.</b> Read common abbreviations (e.g., <i>Wed.</i> ,			

	Sept.) fluently.			
<b>Beginning Reading</b>	<b>1.BR-P.16.</b> Use knowledge of base words to predict the meaning of compound words (e.g., football, popcorn, daydream).			
<b>Beginning Reading</b>	<b>1.BR-P.18.</b> Recognize high-frequency words and irregular sight words (e.g., the, have, said, come, give, of).	<b>Reading – Foundational skills</b>	<b>K.3.c.</b> Read at least twenty-five very-high frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	
<b>Beginning Reading</b>	<p><b>1.BR-PA.10.</b> Blend spoken phonemes with more than three sounds into one-syllable words, including consonant clusters and all speech sounds, including those represented by digraphs, such as /th/, /sh/, etc.</p> <p><b>1.BR-PA.12.</b> Blend isolated phonemes to form two-syllable words using vowel digraphs and vowel diphthongs.</p> <p><b>1.BR-PA.6.</b> Generate a series of original rhyming words, including consonant blends (e.g., bl, st, tr).</p> <p><b>1.BR-PA.11.</b> Segment spoken phonemes contained in one-syllable words of two to five phonemes into individual phonemes (e.g., “splat” = /s/p/l/a/t/ using manipulatives</p>	<b>Foundational Skills</b>	<p><b>1.2.</b> Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/).</p> <p>b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., /cats/, /black/, /blast/).</p> <p>c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., <i>fast, fast, fast</i>).</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).</p>	

	to mark each phoneme).  <b>1.BR-PA.9.</b> Distinguish between long- and short-vowel sounds in orally stated single-syllable words (bit/bite).			
<b>Beginning Reading</b>	<b>1.BR-PA.8.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., changes cow to how, pan to an).		<b>K.2.f.</b> Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., /at/ → /sat/ → /mat/ → /map/).	
<b>Beginning Reading</b>	<b>1.BR-PC.1.</b> Understand that spoken words are represented in written English by sequences of letters.			
<b>Beginning Reading</b>	<b>1.BR-PC.2.</b> Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).		<b>K.2.</b> Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Name and identify end punctuation, including periods, question marks, and	
<b>Beginning Reading</b>	<b>1.BR-PC.3.</b> Identify the author and title of a book, and use a book's table of contents.		<b>K. 6.</b> Name the author and illustrator of a text and define the role of each.	
<b>Beginning Reading</b>	<b>1.BR-PC.4.</b> Know the order of the letters of the alphabet.		<b>K.1.</b> Demonstrate understanding of the organization and basic features of print. <b>a.</b> Identify the front cover, back cover, and title page of a book. <b>b.</b> Follow words from left to right, top to bottom, and page by page. <b>c.</b> Understand that words are separated by spaces in print. <b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.	
<b>Beginning</b>	<b>1.BR-PC.5.</b> Match oral words to			

<b>Reading</b>	printed words.			
<b>English Language Conventions</b>	<b>1.EL.1.</b> Recognize that the names of things also can be the names of actions (fish, dream, run).			
<b>English Language Conventions</b>	<b>1.EL.2.</b> Write in complete sentences.	<b>Speaking and Listening</b>	<b>1.6.</b> Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	
<b>English Language Conventions</b>	<p><b>1.EL.3.</b> Identify and employ correct usage of</p> <ul style="list-style-type: none"> <li>□ singular and plural regular nouns,</li> <li>□ contractions (e.g., isn't, aren't, can't, won't), and</li> <li>□ possessives (e.g., 's, my/mine, his, her/hers, your/yours).</li> </ul> <p><b>1.EL.4.</b> Print legibly in manuscript upper- and lower-case letters of the alphabet, and use them to make words.</p> <p><b>1.EL.5.</b> Distinguish among declarative, exclamatory, and interrogative sentences, and correctly use periods, exclamation marks, or question marks at the end of sentences.</p>	<b>Language</b>	<p><b>1.1.</b> Observe conventions of grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use singular and plural nouns with matching verbs in simple sentences (e.g., <i>He hops; We hop</i>).</li> <li>c. Use subject, object, and possessive pronouns in speaking and writing (e.g., <i>I, me, my; they, them, their</i>).</li> <li>d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>e. Understand and use frequently occurring prepositions in English (e.g., <i>during, beyond, toward</i>).</li> <li>f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</li> <li>g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.</li> </ul>	
<b>English</b>	<b>1.EL.6.</b> Use knowledge of basic	<b>Language</b>	<b>1.2.</b> Observe conventions of	

<b>Language Conventions</b>	<p>punctuation and capitalization when reading.</p> <p><b>1.EL.7.</b> Capitalize the first word of a sentence, names of people, and the pronoun “I.”</p> <p><b>1.EL.8.</b> Spell</p> <ul style="list-style-type: none"> <li>□ words with regular patterns such as cvc's (hop), cvc-silent e (hope), and one-syllable words with blends (drop);</li> <li>□ words with inflectional endings such as plurals and verb tenses; and</li> <li>□ single-syllable words that have “r”-controlled vowels (burn or star), that have the final consonants “f,” “l,” and “s” (miss or doll), and that have “ck” as the final consonants (buck).</li> </ul>		<p>capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. Capitalize names, places, and dates.</li> <li>b. Use end punctuation for sentences, including periods, question marks, and exclamation points.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.</li> <li>f. Form new words through addition, deletion, and substitution of sound and letters (e.g., <i>an</i> → <i>man</i> → <i>mat</i> → <i>mast</i> → <i>must</i> → <i>rust</i> → <i>crust</i>).</li> </ul>	
		<b>Language</b>	<p><b>1.4.</b> Determine word meanings (<i>based on grade 1 reading</i>).</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Use sentence-level context as a clue to the meaning of an unknown word.</li> <li>c. Use common affixes in English as a clue to the meaning of an unknown word.</li> <li>d. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with</li> </ul>	

			<p>stripes).</p> <p>e. Demonstrate understanding of the concept of multiple-meaning words (e.g., <i>match, kind, play</i>) by identifying meanings of some grade-appropriate examples of such words.</p>	
		<b>Language</b>	<p><b>1.5.</b> Understand word relationships.</p> <p>a. Build real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>b. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining, choosing, or acting out the meanings.</p>	
		<b>Language</b>	<p><b>1.6.</b> Use newly learned words acquired through conversations, reading, and responding to texts.</p>	
<b>Informational Text</b>	<b>1.IT-DP.4.</b> Follow a set of written multistep directions with picture cues to assist.			
<b>Informational Text</b>	<b>1.IT-DP.5.</b> State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).			
<b>Informational Text</b>	<b>1.IT-E.1.</b> Identify the topic of text heard or read.			
<b>Informational Text</b>	<b>1.IT-E.2.</b> Respond appropriately to questions based on facts in text heard or read.	<b>Reading - Informational</b>	<p><b>1.1.</b> Ask and answer questions about key information and events in a text.</p> <p><b>1.2.</b> Identify the main topic, main ideas, and key details of a text.</p> <p><b>1.7.</b> Use pictures, illustrations, and details in a text to describe the key ideas.</p>	



<b>Informational Text</b>	<b>1.IT-E.3.</b> Make predictions about the content using text features (e.g., title, table of contents, headings, bold print).			
		<b>Reading - Informational</b>	1.3. Describe the connection between two key events or ideas in a text.	
		<b>Reading - Informational</b>	1.4. Learn and determine the meanings of words and phrases encountered in text relevant to a <i>grade 1 topic or subject area</i> .	
		<b>Reading - Informational</b>	<b>1.6.</b> Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	
		<b>Reading – Informational</b>	<b>1.9.</b> Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	
<b>Language Development</b>	<b>1.LD-D.1.</b> Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.	<b>Speaking and Listening</b>	<b>1.1.</b> Initiate and participate in conversations with peers and adults about <i>grade 1 topics and texts</i> being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Respond to the comments of others through multiple exchanges. c. Ask questions to clear up confusion about a topic.	
<b>Language Development</b>	<b>1.LD-O.5.</b> Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.	<b>Speaking and Listening</b>	<b>1.2.</b> Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.	

<b>Language Development</b>	<b>1.LD-O.6.</b> Recite poems, rhymes, songs, and stories, speaking clearly at an understandable pace.			
<b>Language Development</b>	<b>1.LD-Q.2.</b> Listen attentively by facing the speaker.			
<b>Language Development</b>	<b>1.LD-Q.3.</b> Describe familiar objects, people, and events and their attributes with specific words and phrases.	<b>Speaking and Listening</b>	<b>1.4.</b> Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
<b>Language Development</b>	<b>1.LD-Q.4.</b> Give, restate, and follow oral directions that involve two unrelated sequences of action.			
<b>Language Development</b>	<b>1.LD-V.10.</b> Determine meanings of words by using a beginning dictionary.  <b>1.LD-V.7.</b> Identify base words ( <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).	<b>Language</b>	<b>2.4.</b> Determine word meanings ( <i>based on grade 2 reading</i> ). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.	
<b>Language Development</b>	<b>1.LD-V.8.</b> Classify common words into conceptual categories (e.g., animals, foods, opposites).	<b>Reading - Informational</b>	<b>1.5.</b> Describe how a text groups information into general categories (e.g., cows, pigs, and horses are <i>farm animals</i> ).	
<b>Language Development</b>	<b>1.LD-V.9.</b> Recognize that some words, called compound words, are made up of two short words (e.g., sailboat, football, popcorn).			
<b>Literary Text</b>	<b>1.LT-C.3.</b> Identify similarities	<b>Reading -</b>	<b>1.9.</b> Compare and contrast two or more	

	and differences between the characters or events in stories by the same author (e.g., <i>The Little Bear</i> stories by Elsa Minarik).	<b>Literature</b>	versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
<b>Literary Text</b>	<b>1.LT-F.6.</b> Identify elements of plot, character, and setting in a favorite story.	<b>Reading - Literature</b>	<b>1.3.</b> Describe characters, settings, and key events in a story. <b>1.7.</b> Use pictures, illustrations, and details in a story to describe characters, events, or settings.	
<b>Literary Text</b>	<b>1.LT-G.4.</b> Identify differences between fiction and nonfiction and determine whether a literary selection is realistic or a fantasy.	<b>Reading - Literature</b>	<b>1.5.</b> Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.	
<b>Literary Text</b>	<b>1.LT-P.7.</b> Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.			
<b>Literary Text</b>	<b>1.LT-S.8.</b> Identify words that the author selects in a literary selection to create a graphic visual experience.	<b>Reading - Literature</b>	<b>1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<b>Literary Text</b>	<b>1.LT-T.5.</b> Relate a theme in fiction to life experiences.			
<b>Literary Text</b>	<b>1.LT-U.1.</b> Make predictions about what will happen next in a story and explain why the predictions were or were not confirmed.			
<b>Literary Text</b>	<b>1.LT-U.2.</b> Sequence a series of events in a literary selection heard or read.	<b>Reading - Literature</b>	<b>1.2.</b> Retell stories, demonstrating understanding of the central message or lesson.	
		<b>Reading - Literature</b>	<b>1.1.</b> Ask and answer questions about key details and events in a text.	

<b>Media</b>	<b>1.M.1.</b> Identify techniques used in television to present commercials and other information (animation, close-ups, sound effects, music, graphics).			
<b>Research</b>	<b>1.R.1.</b> Generate questions and gather information from several sources in the classroom, school, or public library.	<b>Writing</b>  <b>Speaking and Listening</b>	<b>1.8.</b> Gather information from experiences or provided text sources to answer a specific question. <b>1.3.</b> Ask questions to get information, clarify something that is not understood, or gather additional information.	
<b>Writing</b>	<b>1.W-I.1.</b> Write or dictate stories that have a beginning, middle, and end, and arrange ideas in a logical way.	<b>Writing</b>	<b>1.3.</b> Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	
		<b>Writing</b>	<b>1.1</b> Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.	
		<b>Writing</b>	<b>1.2.</b> Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	
		<b>Writing</b>	<b>1.5.</b> With guidance and support from adults, add details to strengthen writing as needed through revision.	
		<b>Writing</b>	<b>1.6.</b> Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	

	2 <sup>nd</sup> grade			
DC Strands	DC Standards	CC Strands	CC Standards	Notes for Reviewers
<b>Beginning Reading</b>	<b>2.BR-F.12.</b> Read aloud grade-appropriate text fluently, accurately, and with comprehension.	<b>Reading – Literature</b>  <b>Reading – Informational Text</b>  <b>Reading – Foundational Skills</b>	<b>2. 10.</b> Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed. <b>2.10.</b> Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed. <b>2.4.</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.	
<b>Beginning Reading</b>	<b>2.BR-P.10.</b> Recognize common irregularly spelled words by sight (e.g., have, said, where).  <b>2.BR-P.11.</b> Know and use word families (e.g., -ight, -ought) to decode unknown words.  <b>2.BR-P.4.</b> Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv =	<b>Reading – Fundamental Skills</b>	<b>2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>mis-</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> ). b. Decode words with common Latin suffixes (e.g., <i>-tion/-sion</i> , <i>-ture</i> , <i>-tive/-sive</i> , <i>-ify</i> , <i>-ity</i> , <i>-ment</i> ). c. Decode multisyllable words (e.g., <i>supper</i> , <i>chimpanzee</i> , <i>refrigerator</i> ,	

	<p>su/per, vc/cv = sup/per).</p> <p><b>2.BR-P.5.</b> Apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs (e.g., ng in sing), and vowel digraphs and diphthongs (e.g., ea, oy).</p> <p><b>2.BR-P.9.</b> Read accurately special vowel spellings and common word endings in decodable text.</p>		<p><i>terrible, frightening</i>).</p> <p>d. Read grade-appropriate irregularly spelled words (e.g., <i>although, science, stomach, machine</i>).</p>	
<b>Beginning Reading</b>	<b>2.BR-P.3.</b> Decode phonetically regular multisyllabic real and nonsense words fluently using letter-sound knowledge.*	<b>Reading – Foundational Skills</b>	<b>1.3.e.</b> Decode two-syllable words following basic patterns (e.g., <i>rabbit</i> ) by breaking the words into syllables.	
<b>Beginning Reading</b>	<b>2.BR-P.6.</b> Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives) in context.	<b>Language</b>	<b>K.1.c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ) when speaking.	
<b>Beginning Reading</b>	<b>2.BR-P.7.</b> Identify the two words that make up a contraction and read common contractions accurately (e.g., haven't, it's, aren't).			
<b>Beginning Reading</b>	<b>2.BR-P.8.</b> Read common abbreviations (e.g., Mr., Mrs., Ave., Rd.) fluently.			
<b>Beginning Reading</b>	<b>2.BR-PA.2.</b> Segment spoken phonemes in two-syllable words using manipulatives to mark each phoneme (e.g.,			

	"tiger" makes /t/ ... /i/ ... /g/ ... /er/ while student moves one block for each phoneme)			
<b>Beginning Reading</b>	<b>2.BR-PC.1.</b> Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).	<b>Language</b>	<b>K.2.</b> Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Name and identify end punctuation, including periods, question marks, and exclamation points.	
<b>English Language Conventions</b>	<b>2.EL.1.</b> Identify correct capitalization for names and places and correct capitalization and commas in dates.	<b>Language</b>          <b>Language</b>	<b>K.2.</b> Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Name and identify end punctuation, including periods, question marks, and exclamation points. c. Spell simple words phonetically using knowledge of sound-letter relationships.  <b>1.2.</b> Observe conventions of capitalization, punctuation, and spelling. a. Capitalize names, places, and dates. b. Use end punctuation for sentences, including periods, question marks, and exclamation points. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for common irregular words. e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions. f. Form new words through addition,	

			deletion, and substitution of sound and letters (e.g., <i>an</i> → <i>man</i> → <i>mat</i> → <i>mast</i> → <i>must</i> → <i>rust</i> → <i>crust</i> ).	
<b>English Language Conventions</b>	<b>2.EL.2.</b> Distinguish between complete and incomplete sentences, and recognize and use correct word order in written sentences.	<b>Speaking and Listening</b>	<b>2. 6.</b> Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.	
<b>English Language Conventions</b>	<b>2.EL.3.</b> Identify and employ correct usage for			